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Programme 100.†

L<sub>4</sub>

(September to December, 1924.  
(January to March, 1925, in the Dominions.)

## Parents' National Educational Union. The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET).

### FORM IV.

PUPILS' NAMES.....

#### Bible Lessons.

In all cases the Bible text (as given in book used) must be  
read and narrated first.

*Old Testament History*,\* by T. M. Hardwick and the Rev.  
H. Costley-White (Murray, 3/6), Vol. I., pp. 100-188 :  
selected Bible passages from *Genesis* xxxvii., xxxix-l.;  
*Exodus* i.-xv., inclusive. *The Saviour of the World*,\*  
Vol. II. (P.N.E.U. Office, 3/-), pp. 1-54 : Bible passages  
from index, or from *The Gospel History*, arranged by the  
Rev. C. C. James (Cambridge Press, 3/6). *The Acts of  
the Apostles*,\* by E. M. Knox (Macmillan, 4/6), pp.  
113-146, and the *Epistle to the Colossians* (read Bible  
text only).

Optional: (a) S.P.C.K. *Bible Atlas*\* (1/-). (b) *Historical  
Geography of the Holy Land*, by S. R. Macphail (Clark,  
1/-), pp. 40-72. (c) *Helps to the Study of the Bible*  
(Oxford Press, 4/6). (d) *The Universal Bible Dic-  
tionary* (R.T.S., 7/6), may be used for all names of  
persons and places. (e) *The Prayer Book in the Church*,  
by the Rev. W. H. Campbell (Longmans, 3/-), pp. 14-29,  
with lessons on Advent and Christmas. Teachers may  
find useful for the Catechism, *Lessons on the Way*, by  
the Rev. Percy Dearmer, Vol. II. (S.P.C.K., 3/6).

For Sunday reading (optional):

Paterson Smyth's *Life and Letters of St. Paul* (Sampson  
Low, 3/6), pp. 165-246. *Our Bible in the Making*, by  
Dr. Paterson Smyth (Sampson Low, 3/6), pp. 135-203.  
*The Firebrand of the Indies (Xavier)*, by E. K. Seth-  
Smith (S.P.C.K., 2/6). *India and Her Peoples*, by F.  
Deaville Walker (C.M.S., 2/-), pp. 7-51.

† The 100th term of work set since the Parents' Union School began.



For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 14d. each, 1924). *The Winchester Hymn Supplement* (Warren, Times 1/9, Words 4d.).

Sunday Occupations: A Book of Centuries! see notes by Miss Berman (P.N.E.U. Office, 4d.). Choose and inscribe mottoes in beautiful lettering (see "Bridges"), on good paper or vellum.

#### Writing.

Choose and transcribe passages from Shakespeare's *The Winter's Tale*, and the other books set, in *A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from card 6.

#### Dictation (A New Handwriting to be used).

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; words not known to be visualised; a paragraph to be then dictated or to be occasionally written from memory, see *Home Education*, pp. 240-243.

#### Composition. (Deal or written narration every day after each subject.)

(See Meiklejohn, pp. 176-188; Prose, 194-205.)

Essays on news of the week from the newspapers, or, on subjects taken from the Programme, etc.: verses, not doggerel (note metre of poems set for this term).

Take the P.U.S. Magazine (Editor, Miss N. Pott, c/o P.N.E.U. Office, 3/3 a year), and send a contribution in verse or prose.

#### English Grammar.

Parse and analyse, each week, from books read, making progress each term (see pp. 86-115). Meiklejohn's *A New Grammar of the English Tongue* (4/-), pp. 64-85.

#### Literature (including holiday and evening reading).

*The History of English Literature for Boys and Girls*, by H. E. Marshall (Jack, 10/6), pp. 27-53. Shakespeare's *The Winter's Tale* (Longmans, 1/9). Dickens' *David Copperfield* (Dent, 2/-). *An Anthology of English Lyrics* (Mellmen, 3/6): contemporary poets (1880-1914). Carlyle's *The Hero as King* (Blackie, 1/-). Tennyson's *Poems* (Dent, Vol. I., 2/-).

#### English History.

*A History of England*, by R. B. Mowat, Section 3a (Oxford Press, 6/-), pp. 900-1008 (1880-1914), or Gardiner's *History of England* (Longmans, 6/6), Vol. III. (1880-1922), with *Medieval and Modern Times*, pp. 747-788. Finish a chart of the 19th Century (see reprint from P.R., July, 1910, 3d.). Read the daily news and keep a calendar of events; take the *Home and Class Room* section of *The Times* (direct from Times Office, 6/- yearly).

#### General History.

*Medieval and Modern Times*,\* by T. R. Robinson (Ginn & Co., 10/6), pp. 674-701, 710-719, 727-746 (1880-1914) (omit questions). *Ancient Times: A History of the Early World*,\* by J. H. Breasted (Ginn, 10/6), pp. 625-715 (A.D. 69-732) (omit questions).

Continue a Book of Centuries\* (P.N.E.U. Office, 2/3, notes by Miss Berman, 4d.), putting in illustrations from all history studied during the term (Bible, English, French, General).

#### Citizenship.

*Ourselves*,\* Book I. (Kegan Paul, 4/6), pp. 140-162. North's Plutarch's *Lives: Pompey*\* (Blackie, 1/-), pp. 1-64. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *Citizenship*,\* by E. R. Worts (Hodder & Stoughton, 1/6), pp. 137-181 (narration instead of questions).

#### Geography.

In all cases, map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

(1) *The Ambleside Geography Books*, V.\* (P.N.E.U. Office, 5/-), pp. 1-63 (survey of Asia). (2) *Our Guardian Fleets in 1805*,\* by H. W. Household (Macmillan, 3/-), pp. 66-106, or, Kinglake's *Eothen* (Dent, 2/-). (3) Geikie's *Physical Geography* (Macmillan, 1/9), sections 1-40. (4) Philips' *Modern School Atlas of Comparative and Commercial Geography*\* (7/6), maps: Part I., 44-51, Part II., 1-15; 22-23.

Know something about foreign places coming into notice in the current newspapers: *Reconstruction of Europe*\* (P.N.E.U. Office, 9d.). 'Ten minutes' exercise on the map of the World every week. See also tests under Scouting and Guiding, or, "P.U.S. Scouting" (P.N.E.U. Office, 6d.). Teacher may find useful *The Clarendon Geography*, Vol. II., Part IV.: Asia (Oxford Press, 4/-); *Out-Door Geography*, by H. Hatch (Blackie, 3/-).

#### Natural History and Botany.

*Winners in Life's Race*,\* by Mrs. Buckley (Macmillan, 6/-), pp. 129-168. *Elementary Studies in Plant Life*,\* by F. E. Fritsch (Bell, 3/6), pp. 1-30. Keep a Nature Note-Book (P.N.E.U. Office, interleaved, 2/3), with flower, bird and insect lists, and make daily notes. For out-door work, take some special August to December study, from Furness's *A Nature Study Guide* (Longmans, 6/6), and study flowerless plants, see *First Year of Scientific Knowledge*, pp. 144-151 and 158-160. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), may be read. See also tests under Scouting and Guiding, or, "P.U.S. Scouting" (P.N.E.U. Office, 6d.).

#### General Science.

*First Year of Scientific Knowledge*,\* by Paul Bert (Relfe, 5/-), pp. 275-318. *Some Wonders of Matter*,\* by Bishop Mereer (S.P.C.K., 5/-), pp. 64-99.



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Hygiene and Physiology, Domestic Economy.  
*A Health Reader*,\* by W. H. Abrahall (Cassell, 3/-), pp.  
97-136 and 180-221.

Picture Study.  
Study, describe (and draw from memory details of) six  
reproductions\* of pictures by Millais (P.N.E.U. Office,  
2/- the set): see the special notes in the *Parents'*  
*Review*, for September, 1924.

Arithmetic.  
Pendlebury's *New Shilling Arithmetic*\* (Bell, 2/3), pp.  
113-124: Percentages, Profit and Loss; Mensuration,  
sections 211-214. Revise back work; examples may be  
taken from Pendlebury's *New Concrete Arithmetic*,  
Book V. (Bell, 5d.).  
Important: to be read in leisure time, *Number Stories of*  
*Long Ago*, by D. E. Smith (Ginn, 2/9).  
Teacher may find useful *Unconventional Arithmetical*  
*Examples*, by R. S. Williamson (Cambridge Press, 3/-).

Geometry.  
*A School Geometry*,\* by H. Hall and F. Stevens (Mac-  
millan, Parts i.-iv., 3/6), pp. 172-181. Revise 139-157.  
*The School Set of Mathematical Instruments* (Mac-  
millan, 1/6).

Algebra.  
*A School Algebra*,\* by H. Hall, Part I. (Macmillan, 3/6),  
pp. 8-12, 66, 72-74. 95-100, or continue.

German.  
*Primary German Course*,\* by O. Siepmann (Macmillan,  
5/-), Lessons 19-21, inclusive. Teacher study preface,  
using the lessons (with narration), exercises, grammar,  
stories, poems, etc., as suggested. For narration,  
Zahn's *Der Geiss-Christeli* (Blackie, 9d.).

or, preferably, Italian.

Perini's *Italian Conversation Grammar*\* (Hachette, 6/6),  
Exercises 28-32 and 40-41, inclusive, taking necessary  
grammar only. *The Italian Irregular Verbs* (Hachette,  
1/-) will be found useful. For narration, six stories from  
*Cento Racconti per Fanciulli*\* (P.N.E.U. Office, 1/8).

Latin.

*Limen*,\* Part I. (Murray, 2/6), pages 45-72, and revise  
grammar, 1-44, with corresponding exercises. Narration  
of continuous passages.

French.

*Primary French Course*,\* Part II., by O. Siepmann (Mac-  
millan, 3/-), Lessons 10-12 inclusive, with grammar and  
exercises. Teacher study preface. Read and narrate  
Daudet's *Le Petit Chose à l'Ecole* (Blackie, 1/-). Read  
several poems and learn one from *A Book of French*  
*Verse*,\* by Marc Ceppi (Bell, 2/-).

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**Drawing.**

Teacher should consult *Drawing, Design and Craftwork*,  
by F. J. Glass (Batsford, 12/-).  
Hand and arm studies, teacher following method in *The*  
*Art of Drawing*, Album 13, Part 1 (Philip & Tacey,  
1/3). Illustrations of scenes from literature. Memory  
drawing. Paintbox with specially chosen paints and  
brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio,  
(Miss Allen, c/o P.N.E.U. Office).

**Recitations.**

Learn two suitable passages of 20 verses each from  
chapters in Bible Lessons. Psalms 103 and 104; a  
Christmas carol; two poems from anthology set or  
from Tennyson or from Kipling's *Seven Seas*, Vol. I.  
(Methuen, 3/-).

**Reading** (including holiday and evening reading).

Books set under Literature, History, Geography, Recita-  
tions should afford exercise in careful reading and in  
composition. Poetry should be read daily. George  
Eliot's *Scenes of Clerical Life* (Collins, 2/-). Tennyson's  
*Poems* (Dent, 2/-).

**Musical Appreciation.**

See Programme of Music (Dvorák) *Parents' Review*,  
September, 1924: *Our Work*. *The Listener's Guide to*  
*Music*, by P. Scholes (Oxford Press, 4/-).

**Music.**

Choose and learn a suitable composition from the Pro-  
gramme of Music.

**Singing.**

Three French songs, *French Songs with Music* (Blackie, 6d.).  
Three English songs, from *The National Song Book*,  
edited by C. V. Stanford (Boosey & Co., words and voice  
parts 2/- each,\* complete with music 6/-). *Musical*  
*Groundwork*, by F. H. Shera (Milford, 3/6), Term III.

**Drill, etc.** (Choose new work.)

*Board of Education Syllabus of Physical Training for*  
*Schools, 1919* (Eyre & Spottiswoode, 1/6). *An Intro-*  
*duction to the English Country Dance*, Description and  
Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6).  
*Peasant Dances and Songs of Many Lands* (Evans,  
7/6). *How to Teach Dances* (Evans, 4/6). Ex-  
Students take House of Education Drills. For Drill  
Music, *Music for use in Mrs. Wordsworth's Classes*  
(P.N.E.U. Office, 3/6), may be used.

**Work.**

Teacher should consult *Drawing, Design and Craftwork*,  
by F. J. Glass (Batsford, 12/-).  
Do some definite house or garden work. Heaton's *Card-*  
*board Modelling* (Newman, 6/-): make six models.



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(Materials from Arnold & Son, Butterley Street, Hunslet Lane, Leeds). Make Christmas presents. Wood-carving: see *Craftwork* above, pp. 173-180. *Simple Garments for Children*, by E. Syngé (Longmans, 7/6), or, *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. See also tests under Scouting, Guiding, or "P.U.S. Scouting" (P.N.E.U. Office, 6d.). Take the First Aid and Housecraft Tests. Help the "Save the Children Fund," 42 Langham Street, London, W.1.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form. (Ages, say, 14-15).

N.B. 2.—Each pupil should have a copy of all books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. may work together in all history and literature subjects.

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*); special clipped book-post envelopes, 4d. for 3. Also the School Badge (silver, 4/6, metal, 9d.). School Hat Band (2/3), and Ribbon (2/2 a yard). Boys' School Belts (2/-). Ties (cotton 1/-, silk 2/9). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 7.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.

N.B. 8.—All letters *re* School and Programmes, except book orders should be sent to The Director, Parents' Union School, Ambleside. The enclosed Order Form for books should be used, and orders should be sent as early as possible. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.

N.B.—Members are asked to remember that an average child should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.



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Motto: "I am, I can, I ought, I will."

FORM IV.

PUPILS' NAMES .....

Bible Lessons.

- I. 1. Give some account of Joseph (*a*), as a son, (*b*), as a ruler.  
2. By what series of events were the Children of Israel convinced that Moses was sent from God? Describe one incident in full.
- II. 1. "Philip had been cast out of Jerusalem." Why? He was joyfully received by the people of Samaria. Give an account of his work in Samaria.  
2. Compare and contrast the conversion of St. Paul and the call of Levi. What may we learn from the response of these two men to the call of Christ?

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation. (Spelling is also considered in each answer.)

*David Copperfield*, chapter II., "The first objects . . . greater."

Composition. (Composition is also considered in each answer.)

1. Some verses, which must scan, on one of the following,—autumn leaves falling, "The Hero as King: King Arthur," a wireless message from Australia, "Mrs. Barton," "Pegotty."
2. One of the following,—(*a*), a description, according to Kinglake, of the Greek Mariners, (*b*), a letter to a friend, mentioning the poems of Tennyson you have read, giving details of and quotations from those you have specially enjoyed.



English Grammar.

1. Analyse, parsing the words in italics,—  
"I love the fitful gust *that* shakes  
The casement *all* the day,  
And from the glossy elm-tree takes  
The faded leaves away,  
*Twirling* them by the *window* pane  
*With* thousand *others* down the lane."
2. Explain, giving examples, the rules for the use of the  
(a), Nominative, and (b), Objective Cases in English.
3. Write notes, giving examples, on (a), the use of the  
simple infinitive with auxiliary verbs, (b), the  
gerund, (c), the gerundial infinitive.

Literature.

1. "The Arthur we love is the Arthur of literature, not the  
Arthur of history." What do you know of the  
authors of the Arthur stories and their work in this  
connection? Quote from Tennyson where you can.
2. Write a scene for acting from *David Copperfield* in  
which "Mr. Micawber" or "Miss Trotwood" appears,  
or, 2. Describe the part played by (a), Perdita, (b), Autolycus  
in *The Winter's Tale*.
3. Write, as far as you can, the thoughts of Carlyle on the  
divine right of the true King or "Ableman."

English History.

1. Give a short account of the history of Australia.
2. What do you know of the careers of (a), Lord Randolph  
Churchill, (b), Cecil Rhodes?  
or, 2. What do you know of the reconquest of the Soudan  
under Lord Cromer?
3. Describe briefly the last year of the Great War.

General History.

1. Describe (a), the traffic on a Roman highway, (b), the  
Roman traveller in the East in the Second Century  
A.D. (c), any Roman building you have seen.
2. Give the steps by which Japan has become a world  
power during the last fifty years.
3. Write an account of the events of the last week of July  
and the first week of August, 1914.

Citizenship.

1. Explain what is understood by veracity, scrupulosity,  
essential and accidental truth. Give examples.
2. Why did the Romans make Pompey general by sea?  
Describe the scene that followed the decree and  
Pompey's treatment of the pirates.
3. In what respect is social freedom enjoyed by everyone?  
What restrictions are there? Why is a Parlia-  
mentary vote of importance to every citizen?

Geography.

1. Give a rough sketch map of Asia, putting in the chief  
physical features. Account for the extremes of  
climate in Asia.
2. Describe briefly (a), Turkey in Asia, (b), The Holy  
Land.
3. "The earth is our great time keeper." Explain, with a  
diagram,  
or, 3. Give some account, with a map, of the chase of Nelson  
after Villeneuve.

Natural History.

1. "Scratching birds live nearly all over the world."  
Give some account of them and their characteristics.
2. Describe, with drawings, four kinds of fungi you have  
examined this term.
3. Name each part of the plant of the Shepherd's Purse,  
and say what work is done by each. Diagrams.

General Science.

1. Describe and explain the construction of the barometer.  
Diagram.
2. Give some account, describing experiments, of the  
various forms of carbon.
3. Describe briefly what you know about (a), elements, (b),  
atoms, (c), molecules.

Physiology and Hygiene.

1. Describe, with a diagram, (a), the human eye, (b), an  
experiment to show how an image is formed on the  
retina. Give some directions for the care of the  
eyes.
2. What considerations must a house-keeper bear in mind  
in providing food (a), for children, (b), for men and  
women, (c), for old people? What are the most  
easily digested foods?

Picture Study

Describe, with a rough sketch to indicate composition,  
"Sir Isumbras," by Millais.

Arithmetic.

1. How much is gained or lost per cent. by buying 200  
oranges at 5 for 2d. and selling half of them at 2  
for 1d. and half at 3 for 1d.?
2. The base of a triangle is 5ft. 6in. and its height 4ft. 4in.  
Find its area.
3. On pacing a certain length of road a boy calculated it to  
be 225 yds. 1 ft. long. He was told this was 4%  
greater than the correct measurement. What was  
the latter?



# Geometry.

1. The greater of 2 chords is nearer to the centre than the less.
2. The two tangents to a circle from an external point are equal and subtend equal angles at the centre.
3. The angles made by a tangent with a chord drawn from the point of contact are respectively equal to the angles in the alternate segments of the circle.

# Algebra.

1. If  $a=4$ ,  $b=5$ ,  $c=0$ , find the value of:

$$\frac{b-a}{2b^2-3a^2} + \frac{3ac}{2(a-b)} + \frac{8a^3b^2}{4a^4b^4}$$

2. Solve the equation:  $\frac{3x}{2} - \frac{4-x}{3} = 2\frac{1}{3} - 3(x-2)$

3. Plot the points: (8,2) (-3,2) (-3,-5) and (8,-5)  
Calculate the area, taking 1 cm. as unit.

# German.

1. Describe, in German, "Christeli's" first day at the "Hotel Schweizerhof," or, give, in German, a conversation about "Eine Radfahrt."
2. Use, in sentences, the following prepositions and nouns (plural),—*mit, bei, von, nächst, entgegen, nach; Bär, Professor, Buch, Name, Fürst, Kind.*
3. Translate into good English prose *Herbstlied* (Siepmann, p. 140). Parse each word in the first two lines.

# Italian.

1. Give examples to show how Italian nouns ending in *i, o, co, go, io*, and nouns indicating parts of the human body, change their form in the plural.
2. Write, in Italian, (a), a short historical anecdote, or, (b), a fable.
3. Make sentences showing the chief irregularities of the verbs,—*potere, rispondere, riconoscere, promettere, leggere.*

# Latin.

1. (a), Decline in the singular,—*unus nauta.* (b), Give two sentences illustrating the use of *alter* and *alius*.
2. Translate Ex. XXXIX. from "*Hodie*," line 5, to "*faciet*."
3. Write in Latin narration of above passage.

# French.

1. Write an account of "*La Fête du 14 ième Juillet*," or, of an incident from *L'Petit Chose à l'Ecole*.
2. Show, in sentences, the uses of the (a), unemphatic, (b), emphatic personal pronouns.
3. Translate Reproduction IV., p. 141 (Siepmann), "When Jean" to the end. Use the past tense throughout.

# Drawing.

1. An original illustration for a scene from *David Copperfield*, with title.
2. A sketch of a hand (a), using a spoon, (b), turning over the leaves of a book.

# Musical Appreciation.

1. What are the main characteristics of Czech folk music, and how are they exemplified in Dvorák's music? or, detail the compositions which Dvorák wrote under the stimulus of Negro folk music and recount the circumstances in which he became subject to its influence.
2. Write three lines on any five of the following:—  
"Bagatellen," motto theme, "Scotch Snap," "The Spectre Bride," Furiant, Humoreske, Smetana, Dumka.

# Recitations.\*

Father to choose two Bible passages of ten verses each, a hymn, a poem by Tennyson, or a scene from *David Copperfield*.

# Reading.\*

Father to choose a poem and a leading article from a newspaper.

# Music.\*

Examine in work done.

# Singing.\*

Father to choose an English, a French, and a German song, and three exercises.

# Drill.\*

Report progress.

# Work.\*

Outside friend to examine. List of work completed to appear in *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 8th. Papers to be posted on Saturday, December 13th, with no other enclosure.

2.—Subjects thus indicated (\*) to be marked on the *Parents' Report* according to Regulations, and marks to be added up.

3.—Members are asked to read the Regulations carefully, as much time is lost by the Examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not

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fastened together, (*c*) the name of the *member* does not appear, or (*d*) the totals of parents' marks are not given.

4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string and should be packed flat.

5.—Please note carefully (*a*) the amount of written work expected in Form I., (*b*) the Regulations as to the number of papers to be sent in by Schools. In Schools the examination of children in I.B is optional, but a teacher's P.U.S. Report on one child's oral work may be sent up.

**N.B.**—Members are asked to state on the Parents' or Teachers' Report Form (*a*), how the pupil has worked during the term; (*b*), if there has been any handicap on account of illness during the term; (*c*), the reason for the omission of subjects in the examination.